DOCUMENT RESUME

ED 286 853 SP 029 393

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TITLE Children in Motion.
PUB DATE 27 Feb 87
NOTE 15p.; Paper presented at the Illinois State Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Games; Interdisciplinary Approach; Kindergarten; *Motor Development; Perceptual Motor Coordination; *Physical Education; Primary Education; *Psychomotor Skills

ABSTRACT

This paper describes motor development and movement skills and lists activities appropriate for kindergarten students. Locomotor, stability, and manipulative skills are defined and stick figure drawings are presented of kindergarten-level exercises. Games for enhancing locomotor and manipulative skills are described. "Stunts" and other activities that help to develop physical and perceptual-motor skills are also described. Ways to integrate motor activities with language arts, mathematics and music discussed. Ideas for inexpensive equipment for movement activities are listed. (CB)

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Children in Motion

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Presented at Illinois State
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February 27, 1987

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Kindergarten Exercises

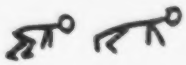
Arms

Arm Circles

Swim

Push-up Hold

Crab Kick

Thrusts 

Legs

Straddle Stretches

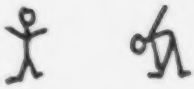
Leg Lifts
scissors & straddle

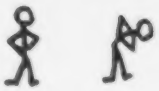
Mountain Climbers
(grasshoppers)

Jumping Jacks

Toe Touches

Waist

Windmills 

Trunk Twisters 

Neck & Shoulders

Head Circles

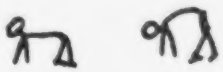
Shoulder Lifts

Abdominals

V-sit

Bent Leg Sit-ups

Flexibility

Angry Cat 

Rocking Horse

Possible Exercise Plans

#1
head circles - 3 times
swim - 10 strokes
V-sit - hold 10 seconds
angry cat - 5 times
windmills - 6 times
jumping jacks - 6 times

#2
shoulder lifts - 5 times
arm circles - 5 times, fwd. and bkwd. each
sit-ups - 5 times
rocking horse - 6 times
trunk twisters - 8 times
mountain climbers - 10 times

Days of Week Exercises - 7 of each

Monday - mountain climbers
Tuesday - toe touches
Wednesday - windmills
Thursday - thrusts
Friday - frog jumps
Saturday - sit-ups
Sunday - straddle stretches

Fundamental Skills for Kindergarteners

The following skills are appropriate for five year olds and within the capabilities of most of them. Maximum movement should be emphasized and encouraged during their activity lessons. These skills may be planned individually and/or in combination with others.

Locomotor Skills

walking = body weight transferred from heel to ball of foot, then to toes for the push-off, the toes should be pointing straight ahead - body erect - arms swinging freely in opposition
running = beginning as a fast walk running is a suspension in the air with both feet off the ground on the spring from the toes, body slightly bent forward and arms in opposition
jumping = with feet together push weight from heels to toes for the spring, arms aid in the jump with an upswing
hopping = body weight on 1 foot with other leg bent at knee and raised off floor, arms are bent at elbows
galloping = extend left foot forward, lift right foot to meet left - directions to child are step left, together right, step left, together right, etc.
sliding = extend left foot to the side, lift right foot to meet the left and repeat
skipping = step with one foot followed by a small hop on the same foot, step on the other foot and hop on that foot, arms in opposition
leaping = elongated running step with legs spread widely apart and designed to over low obstacles or wide distances

Stability Skills

bending = bringing one body aprt to another with a curing action by the parts
stretching = unfolding motion at the joints (opposite of bending)
twisting = rotation of one body part in relation to another
turning = movement in which entire body revolves around its vertical or horizontal axis while extended or flexed
swinging = pendular motion in which one end of the body remains fixed while other parts move freely back and forth, making an arc
dodging = movement in which body is moved quickly in a direction other than in the original line of movement
landing = movement that requires the person to regain balance after a brief flight in air
stopping = coming to a halt with feet in stride position and knees slightly bent
rolling = moving through space in either a forward, backward, or sideways direction while the body is momentarily inverted

Manipulative Skills

throwing = imparting force to an object in the general direction of intent

catching = receiving force from an object with the hands

kicking = imparting force to an object with the foot

striking = sudden contact to objects in an overhand, underhand, or sidearm pattern

trapping = stopping the ball with the foot

Games for Enhancing Locomotor Skills

Whistle Stop
Skills: running, skipping, galloping, etc., stopping, chasing
Equipment: whistle
Formation: scattered
Procedures: children are given a locomotor skill to perform and on "go" move freely until whistle blows when they freeze, on signal they begin again with a new direction - vary with changes in time, direction, or add music

Musical Hoops
Skills: running, hopping, jumping, etc.
Equipment: 15-18 hoops scattered in gym, music
Formation: children standing inside hoops, 1-2 per hoop
Procedures: when music starts children move freely in and out of hoops, when it stops they must be in a hoop - with each new start remove 1-2 hoops until they have to share several hoops at the end of the game

Simon Says
Skills: body awareness, balance, locomotor skills, listening
Equipment: none
Formation: 2 separate circles facing in - 1 leader per circle
Procedures: the leader in each circle gives a command prefaced with the words "Simon Says" - if child does skill without hearing "Simon Says" he/she moves to the other circle

Fish Gobbler
Skills: running, stopping, changing directions
Equipment: none
Formation: scattered
Procedures: caller (Fish Gobbler) shouts "ship" and all children run to one wall, on "shore" they turn and run to the opposite wall, on "Fish Gobbler" they must drop to the floor on their stomachs and touch another to be safe from the caller - add "sardines" and all run to the center, add "Crab" and all assume crab position

Sticky Popcorn Ball
Skills: jumping
Equipment: none
Formation: scattered
Procedures: children begin "popping" by jumping and looking to "stick" to others - when contact is made with another they must pop together - the popcorn ball gradually gets larger

Animal Tag
Skills: jumping, walking, and other skills used in animal antics
Equipment: none
Formation: scattered
Procedures: 1 child is selected as the tagger who chooses an animal to imitate - all playing must travel using that animal antic until one is tagged - play continues using a different animal antic

Big Snake
Skills: twisting, turning, crawling, rolling
Equipment: none unless snake becomes skilled enough to slither over objects
Formation: lines of 3-4 children
Procedures: children assume lying position on floor on stomachs grasping feet of person ahead of them - first person leads "snake" around as children wriggle forward - change leaders after several minutes

Games for Enhancing Manipulative Skills

Musical Hot Potatoe
Skills: tossing and catching
Equipment: 2 balls or beanbags, music
Formation: 2 single circles facing in
Procedures: children sit or stand in circle at arm's length apart - when music starts they toss object around circle until it stops - child with object goes to the other circle and game begins again

Balloon Volleyball
Skills: striking
Equipment: several 7-8" round balloons, string
Formation: 2 equal groups on opposite sides of string - scattered positions
Procedures: children strike balloons upward as they cross the string which is set at about 3-4 feet high - emphasize that they work cooperatively to keep them all up as long as possible

Simon Says
Skills: throwing, catching, manipulation of object, listening
Equipment: 1 ball or beanbag, etc., per child
Formation: 2 separate circles facing in - 1 leader per circle
Procedures: follow same rules as previously listed only using a ball or other object

Ball Balance
Skills: manipulation, cooperation
Equipment: 1 ball for every 2 children
Formation: scattered with partners
Procedures: the ball is shared and held between 2 people with hands, chests, heads, etc. challenge them to move up and down holding it, travel in the room, etc.

Bozo Beanbag
Skills: throwing
Equipment: 6 hula hoops for every 6-8 children, 4 beanbags, tape
Formation: tape 6 hoops in a line on the floor, place numbers 1-6 consecutively in hoops - children stand several feet away from first hoop and attempt to throw all 4 beanbags in hoop - the farthest is number 6 - others help retrieve - take turns

Musical Soccer
Skills: kicking, trapping
Equipment: 1 ball per child, music
Formation: scattered with balls on floor at children's feet
Procedures: when music begins children practice kicking balls, trap when music stops - vary by asking what ways they use to stop the ball, direct them to use feet only, talk about speed, direction

Hula Hoop Ball
Skills: throwing
Equipment: 1 ball and 1 hoop for every 2 children
Formation: scattered with partners holding a hoop near the wall
Procedures: child with ball practices throwing into hoop held by partner near the wall so it rebounds back - allow a variety of throws and how the partner can change positions of the hoop - switch places after 2 turns

Developmental Stunts

Animal Antics

puppy dog walk = bend forward with hands on floor about 2 feet in front, walk or run forward on all fours
bear walk = bend forward, keep knees straight and place hands on floor about 12" ahead- if possible place palms on floor and walk forward
kangaroo jump = semi-squat position with arms folded over chest, spring into air and back to a squat position with knees flexed
alligator walk = lying prone with elbows and knees out, slide body along twisting at waist, pushing with elbows and knees
seal walk = weight on hands and arms - walk forward with hands and straight arms, drag legs and feet behind
crab walk = inverted on all fours position - walk forward with feet leading, backward with hands leading
duck walk = sit down on heels, hands on knees and waddle slowly forward
frog jump = squat position with hands on floor, jump forward landing on hands and feet back to a squat position
rabbit jump = squat position , with weight on hands reach forward and then bring feet forward to meet hands, repeat
lame dog walk = on all fours, raise 1 foot in air and walk as a dog on 3 legs

Individual Stunts

log roll = lie on back with arms stretched overhead - roll sideways the length of the mat - also try with arms at sides
egg roll = in squat position with arms grasped around legs roll to side, back and other side - try returning to starting position
forward roll = in squat position with knees together, hands on mat and chin tucked to chest -push with feet and hands to roll forward on rounded back, return to squat'
back roller = in squat position with knees together and hands on floor, roll backward keeping knees to chest, roll back and forth rhythmically
V-sit = sitting on floor place hands behind rear end and lift legs straight into air - slowly lift hands off the floor to form a V and hold position
stork stand = stand on 1 foot and grasp opposite foot in back - try with other leg
rooster hop = assume stork stand and try hopping forward and backward several steps
squat thrust = assume a squat position with hands on floor approx. 2' in front of feet- with weight on palms lift hips and jump pushing feet backwards until legs are extended - jump and resume to squat
coffee grinder = in a long sit position roll to 1 side with weight on 1 hand and 1 foot with body straight - take small steps pivoting around hand, repeat with other

Partner Stunts

wheelbarrow = one child bends at waist with hands on floor, partner steps between feet and grasps ankles , lift up and walk forward - switch positions
Chinese get-up = children sit back to back with elbows hooked, knees bent and feet flat- on signal they push feet to floor and backs together and rise to a stand
leap frog = children assume squat position 4-6' apart - the "frog" puts hands on back and leaps with legs wide apart and over them - after completing line he takes his place and another begins (done with a partner or a group)
wring the dishrag = partners of approx. equal height and weight face each other - join hands and turn completely around by swinging their arms up and over their heads, hands should remain joined

Perceptual-Motor Activities

Perceptual-motor abilities are developed through maturation and experience. A complete and well-taught physical education program meeting children's needs provides an opportunity for enhancing and helping children's perceptual and motor abilities. Stressing the development of fundamental locomotor, stability and manipulative skills will directly improve the perceptual-motor components of:

Body awareness = exploring movement potentials of bodies

1) locating large and small body parts
2) exploring how they move, various sizes and positions
3) traveling in various positions (ie: move on 1 foot, move on 2 feet and 1 seat)
4) partner work

Spacial awareness = developing awareness of body, objects,relationships in space

1) change in body positions and size
2) obstacle course type challenges
3) travel in various patterns on the floor such as on a shape made with a rope
4) comparisons of shapes, volumes with others and objects

Directional awareness = involves internal and external sensitivity for sidedness

1) tracking objects with a swinging ball or object
2) directional commands - positional concepts (ie: stand near the desk, walk forward 10 steps and backward 5 steps)
3) over, under, around commands with a rope
4) directional walking on a balance beam
5) directional throwing with a ball or beanbag

Temporal awareness = development of time structure within body

1) ball activities with a stationary and swinging ball
2) rhythmic activities
3) moving target - such as a hoop through which beanbags are thrown
4) fine motor activities - finger painting, clay, jacks, cutting, tracing, etc.

Activities integrating visual, auditory and tactile perception abilities are also helpful in developing the children.

Movement Education Approach

Movement education, which originated in England in the 1930s, emphasizes developing versatility in movement and efficient body management. The central focus of many movement education programs are the concepts of effort, space and relationships. All involve experiences combined with locomotor, stability and manipulative movements.

Effort refers to how the body moves.
- force = muscular tension required to move the body (heavy - light)
- time = speed of movement (fast/slow, gradual/sudden, etc.)
- flow = continuity or coordination of movements

Space refers to where the body moves.
- height = height at which a movement is performed (high, medium, or low)
- direction = path of movement (forward/backward, up/down, left/right, zig-zag/curve)
- range = relative location of ones body (general or self-space) and extension of the body (wide/narrow, near/far, etc.)

Relationships refers to how and where the body moves in harmony with others and objects.
- objects = stationing oneself in different positions to objects (over/under, near/far, on/off, etc.)
- people = moving in various forms with people (solo, partner, group, mass movement)

Movement education also provides a wonderful opportunity to stress vocabulary.

Directions = above, below, in, out, around, between, across, forward, backward, near, etc.

Numerical concepts = one, two, count, many, few, first, last, next, middle, all, etc.

Body parts = arm, leg, foot, hand, head, ankle, knee, chest, back, elbow, waist, etc.

Movement = walk, bounce, roll, reach, shake, crawl, stand, stiff, climb, touch, etc.

Designs in space = circle, curved, zig-zag, line, square, round, etc.

Movement Education - basic verbal cues (taken from Awesome Elem. School Phy. Ed. Act.)

Who can
In your personal space
Show a change in time
How close
Can you do it backwards
Jump over as
Bounce and
Find a partner
While moving
Roll the
Toss from hand to hand
How slow
Who can twist

Show me how
Can you stand
As you walk
Who can fit
Can you move like
How many parts
How many ways
What other ways
While walking
Control your
Can you touch
Can you make your body

Using different parts
How low
Can you touch
Toss above your head
See if you can
While it is rolling
Without touching anyone
Using two body parts
Can you skip
Look around the room as you
Balance on
As you listen to the rhythm

Academic Concept Readiness Activities

Movement activities can enhance the understanding of fundamental academic concepts for children. Several textbooks have presented lessons as to how these specific types of activities can be used. There are many reasons as to why these activities can help children. Active participation is fun and more naturally meets the needs and interests of children. They have a high positive attitude toward physical activities and their attention span is less easily diverted. Pairing high activity with academic learning will give more enjoyment to practice of academic skills. Finally, children learn in concrete terms through movement.

Language Arts Activities

Alphabet

1. Make curved and straight lines with bodies - also try using yarn, string, or rope to make shapes
2. Use stretch ropes - may work with a partner
3. Repeat making letters
4. Ask children to change levels - ie: an L sitting or standing
5. Ask children to travel and keep the shape of the letter - can you move forward, backward, sideways?
6. Emphasize different movements and pieces of equipment to reinforce the letters - ie: b for ball, g for gallop
7. Call out a word and have students make first letter of word with a rope or their body

Sequencing

1. Give tasks verbally to perform - ie: 3 jumps, 4 claps, sit down - ready? Go!
2. Outside with playground equipment or inside with gymnastic equipment give tasks - ie: run under the slide, around the swing and come back to me - ready? Go!
3. Give tasks with children using small equipment such as a ball, beanbag, hoop, etc.

Rhyming

1. Show a picture such as a hat - saying a list of words, each time the children hear one that rhymes with hat they jump or hop or turn around, etc.
2. Give a word - ask for rhyming words and that children act them out - ie: night, show how to fly a kite or make believe a fight
3. Give a word - count together how many rhyming words they can list on the board - if 5 words were found have them do 5 hops or 5 jumps, etc.

Antonyms

1. Practice locomotor and non-locomotor skills - instruct children to demonstrate opposites - show me fast running, what is the opposite?, etc.
2. Repeat activitiy using small equipment such as a ball or beanbag - hold the beanbag high, what is the opposite?, etc.
3. With a partner show us how you would do the opposite of him/her - ask pairs to demonstrate and let the rest of the class guess their opposites

Math Activities

Math Readiness

1. Make shapes with body - large and small - Allow students to see others' shapes and ask about size
2. Practice making long and short steps - travel across the room using giant steps one way and small steps coming back
3. Practice being tall and short - Compare using pictures of animals of different sizes
4. Discuss levels - high, medium and low - Move body parts to different levels, practice making shapes at different levels
5. Compare wide and narrow - stretch arms and legs way apart - bring parts together so you are skinny - Make wide and narrow lanes with desks, tables, mats, etc.
6. Compare few and many - hold up a few fingers, many fingers - Tap a few children on the head to stand up, many are seated - Take many jumps forward, try a few backward
7. Teach positional concepts with movements - Stand in front of your desk, go around it, put your hand on top of your desk, under your chair, etc. Set up a simple obstacle course in the room or gym

Numbers

1. Make the shape of a number using your body or a rope
2. Show the number with your body or a rope of how old you are
3. Make a number with a part of your body
4. Make a giant number, make a tiny number
5. Can you keep the shape of your number and travel around the room?
6. Can you make your number at a different level?
7. Can you and a partner make a number?
8. Can your number turn? twist? stretch?
9. How many different ways can you make (name a number)?

Counting

1. Count exercises outloud as you perform them
2. Make numbers using their bodies or a rope
3. Ask children to count your claps and then make that number
4. Call out numbers and ask children to balance on that number of body parts
5. Call out a number and ask children to perform that number of hops, jumps, bends, swings, etc.
6. Use lummi sticks for listening to patterns and/or counting - repeat
7. Use a large grid with a number in each square - call out a number and instruct children to jump or hop to that number

Alphabet Aids

A = across, around, animal antics,
B = ball, balance, beanbags, bend, bats, baskets, balloons, between
C = crawl, catch, climb
D = down, dodge, dribble
E = exercises
F = frisbees, fast
G = gallop, go, game
H = hula hoop, hop, hit, high, horse
I = inside
J = jump, jumping jacks, jog
K = kick
L = low, leap, lummi sticks, land
M = mats, muscle, music
N = nerf balls, nets
O = opposites, over, obstacle course, overhand, outside, overhand
P = push, pull, parachute
Q = quoits
R = ropes, run, reach, roll, race, relays
S = skip, stretch, swing, slide, scooters, slow, sit-ups, stilts, strike
T = twist, toe touches, toss, turn
U = up, under, underhand
V = V-sit, volley, volleyball, vault
W = walk, whiffle ball, wand
X =
Y = yarn ball, yoga exercises
Z =

Movement with Music

Hap Palmer

Learning Basic Skills Through Music Volume I
- Colors (listening, color recognition)
- Put Your Hands Up in the Air (listening, body awareness)

Learning with Circles and Sticks
- Run Around the Sun (endurance, agility, counting 1-32)
- Goin' Out on the Town (counting, agility, listening)
- Jump and Land (endurance, agility, auditory discrimination)
- Connection (vocabulary enrichment, body parts, things in the room) good classroom activity

Movin'
- Funky Penguin (exercises, creative circles, Follow the Leader)
- Tipsy (ball skills, stick work)
- Gentle Sea (streamers, mirroring)
- Pause (locomotor movements, directionality)
- Haunted House (creative movement)

Walter the Waltzing Worm
- What a Miracle (body parts, non-locomotor)
- Walter the Waltzing Worm (body parts, non-locomotor, relational concepts)
- A Genius, Of Course (locomotor skills, qualities of movement, spacial awareness)
- Song About Slow, Song About Fast (speeds, locomotor skills)
- All the Ways of Jumping Up and Down

Inexpensive Equipment for Movement Activities

Due to the ever present "school budget" teachers must continue to rely on their creativity and resourcefulness in order to provide the children with enough equipment for maximum participation. The following inexpensive equipment is easily made and has been proven to be enjoyable and successful for children. To make the equipment more meaningful to the students they can be included in the construction of it.

Balloons = provide a variety of colors and shapes for use in practicing hand-eye skills such as striking

Baskets = use laundry and/or waste baskets as containers for target practice

Beanbags = cut heavy, colorful cloth (ie: denim, corduroy, muslin) into 10"x16" pieces - fold in half with wrong sides together and sew on 2 sides - turn right side out and fill with ½ - 1/3 lb. split dried peas, beans, rice, etc., sew up remaining side

Can Stilts = large cans or 3 lb. coffee cans can be easily made into stilts with the open end at the bottom (apply adhesive tape or use the plastic lid to prevent scratching) - holes can be made on either side of the can with a nail or can opener and are threaded with plastic or rope clothes line approx. 40" tying ends together

Carpet Squares = carpet remnants and samples may be obtained from local stores - they can be used for boundary markers, obstacles markers, bases or goals - children also enjoy skating and twisting activities to music when the squares are turned over

Clown Barrel = a large cardboard barrel with an open top can be used for target practice - cut out sections for the eyes, insert a dowel for the nose on which rings can be tossed and cut out the mouth angling it to the bottom of the barrel so balls will roll out on the floor - decorate and use for throwing practice

Cones = shape colored posterboard into cones and tape - they are lightweight and easy to make

Dice = square boxes or cut off milk cartons can be stuffed with newspaper and covered with colored paper and used as dice - words, pictures, numbers, colors, etc., can be placed on all sides - children enjoy taking turns to roll them and follow the directions

Discs = cut cardboard into large ciecles about 12" in diameter and laminate or paint and shellac each one - use for spinning, balancing, rolling, throwing, etc.

Floor Matrix = large vinyl pieces or oilcloths can be divided into small squares using tape - numbers or letters can be placed inside each square upon which children can hop, jump, etc.

Frisbees = frisbees can be made by cutting circular pieces of foam rubber obtained from furniture or mattress companies - you may also use plastic covers from coffee can lids

Gym Scooters = scooters can be constructed from 14"x14" pieces of lumber - they should be sanded or covered with tape on the edges - plastic casters with ball bearings should be utilized at each corner - cut a hole in the center of each scooter and stack them on a pole attached to a base

Hoops = construct hoops from 1½" water pipe purchased from a plumbing supply house or hardware store - a 1½" piece of dowel rod can be used to attach both ends of the pipe - use tape or construction staples to secure both ends

Lummi Sticks = using 1-inch doweling, cut 12-inch lengths - paint in bright colors and varnish

Paddles = bend hangers into a diamond shape and cover with a nylon stocking, taping the ends at the handle

Rhythm Instruments = large coffee cans, tambourines, rhythm sticks, dowel rods and tennis ball cans filled with beans and sealed may be used for rhythmic movement activities

Ropes = heavy sash cord or hard-weave polyethylene rope can be used with the ends knotted, heated or dipped in some type of hardening solution to prevent raveling - kind. need 7'ropes, instructors need 14-16' for long rope jumping

Scoop Tosses = cut a portion of a plastic milk carton or bleach bottle off at the bottom, then cutting a slant toward the handle - also, bottles weighted with sand can be used as markers or goalie stands

Streamers = from a pkg. of folded crepe paper cut 2" strips and unfold to use for creative movement activities and lessons such as mirroring

Stretch Ropes = cut desired length of ¼-3/8" wide elastic and tie ends to make a circle

String = string or light weight rope can be manipulated into shapes of letters, words, numbers, etc. for a math or reading readiness lesson

Tennis Ball Cans = use for bowling pins, markers, obstacles, goals or targets - empty cans may be doanted from tennis clubs, or use snack canisters

Tires = old car and bike tires can be painted bright colors and used as obstacles, places for jumping, balancing, directionality, etc. - tire stores and trucking companies are good sources

Wands = golf club sleeves or newspaper sticks are excellent for exercises, striking, jumping, rolling, etc. activities

Yarn or Newspaper Balls = wind yarn through 2 cardboard donuts, when hole is filled with yarn cut along edge, tie a string tightly between the 2 donuts and pull cardboard away
for newspaper balls crumple newspaper into a tight ball and compress to desired size - tape in criss-cross manner

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